



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1313 S. Lenzner Ave, Sierra Vista, AZ 85635

Sierra Vista Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Jennifer Catherine Rohlf
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-5
Web Address : www.sierravistapublicschools
Phone Number : (520) 515-2980
Fax Number : (520) 515-2985
E-mail : jennifer.rohlf@svps.k12.az.us

Mission

The Town and Country Elementary staff believes that all students can achieve mastery of the Arizona Academic Standards. We focus on high levels of academic performance, while developing positive growth in social/emotional behaviors and attitudes.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To focus attention on the teaching of the Arizona State Math, Reading and Writing Standards by developing 'performance assesments for the POWER STANDARDS' across the grade levels.
- ü To monitor the improvement of reading, writing and math skills through systematic grade level analysis of data generated by high stakes tests, DIBELS testing as well as textbook and teacher-made assessments.
- ü To increase writing skills by using the research-based strategies to teach the six traits of writing. The teaching fo writing will take place 3 to 5 times a week.

Enrollment

October 1, 2005 School Year Student Enrollment : 436
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 111

Town & Country Elementary School

Instructional Programs

- ü Special Education & Bobcat Preschools
- ü Gifted
- ü On-Site Special Education
- ü Title I Program
- ü Music
- ü Art
- ü Physical Education
- ü Band for Grade 5

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The staff will provide reasonable classroom and homework assignments and have times available to discuss parent concerns. We will provide quality lessons in a safe and appropriate learning environment. We will treat all with respect.

Parents

Parents will see that his/her child attends school regularly. Parents will support school rules and discipline policies and procedures. They will provide time for homework, view homework and ask what his/her child is learning. Parents will attend conferences/meetings with his/her child's teacher.

Transportation Policy

Students who live beyond a one-mile radius from the boundary line of the school are bused. Special needs students, who qualify, are bused from other zones to our Special Education Programs. Once our capacity is reached, we bus to other schools.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Who's Who Among America's Teachers	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	448	80010	100	100	99	447	455	447	7	5	10	17	13	18	61	62	53	15	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	212	38935	100	100	99	447	454	447	3	2	9	19	16	19	61	64	55	16	18	17
Male	40	236	40974	100	99	98	446	456	448	10	8	11	15	11	18	60	60	52	15	22	19
African American	NC	40	4201	NC	100	99	NC	453	430	NC	10	17	NC	15	23	NC	58	51	NC	18	9
Hispanic	23	157	34545	100	100	99	433	445	432	9	8	14	22	16	24	70	66	53	NA	10	9
Asian/Pacific Islander	NC	27	2068	NC	100	99	NC	466	474	NC	11	4	NC	NA	10	NC	59	50	NC	30	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	39	218	35142	100	99	99	455	462	465	3	1	5	18	12	11	54	59	56	26	27	28
Students with Disabilities	NC	46	10161	NC	96	93	NC	407	419	NC	35	28	NC	26	28	NC	35	36	NC	4	8
Students without Disabilities	63	402	69849	100	100	100	451	460	451	3	1	7	16	12	17	63	65	56	17	22	19
Limited English Proficient Students	NC	23	14013	NC	100	97	NC	427	413	NC	13	24	NC	22	34	NC	61	39	NC	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	31	199	39029	100	99	98	442	447	432	10	7	14	19	17	25	58	64	52	13	12	9
Non-Economically Disadvantaged	40	249	40981	100	100	100	450	461	462	5	4	6	15	10	13	63	60	54	18	27	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	448	79438	100	100	98	457	462	451	6	5	9	18	18	24	68	66	56	8	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	212	38775	100	100	99	464	466	457	3	3	7	16	16	22	71	71	58	10	10	13
Male	40	236	40560	100	99	97	451	458	446	8	7	12	20	19	25	65	62	54	8	12	9
African American	NC	40	4178	NC	100	98	NC	462	439	NC	5	13	NC	18	29	NC	65	52	NC	13	6
Hispanic	23	157	34297	100	100	98	445	450	434	13	9	14	17	23	31	70	62	50	NA	6	5
Asian/Pacific Islander	NC	27	2063	NC	100	99	NC	477	475	NC	4	3	NC	7	15	NC	67	63	NC	22	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	39	218	34887	100	99	98	465	469	471	3	3	4	18	15	15	67	69	63	13	13	18
Students with Disabilities	NC	46	9588	NC	96	88	NC	402	416	NC	35	30	NC	33	32	NC	28	34	NC	4	5
Students without Disabilities	63	402	69850	100	100	100	465	468	456	NA	2	7	19	16	23	71	71	59	10	12	12
Limited English Proficient Students	NC	23	13856	NC	100	96	NC	420	407	NC	17	27	NC	43	43	NC	39	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	31	199	38685	100	99	97	447	452	435	6	6	14	29	26	32	58	61	50	6	8	5
Non-Economically Disadvantaged	40	249	40753	100	100	99	465	470	467	5	5	5	10	11	16	75	71	62	10	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	449	79971	100	100	99	414	435	423	7	5	8	51	34	41	42	58	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	212	38974	100	100	99	427	449	437	3	3	5	45	25	33	52	67	57	NA	5	4
Male	40	237	40895	100	100	98	404	424	410	10	7	10	55	41	47	35	50	41	NA	2	2
African American	NC	40	4203	NC	100	99	NC	441	411	NC	3	11	NC	33	45	NC	63	43	NC	3	2
Hispanic	23	156	34481	100	99	99	417	427	410	4	7	10	70	37	46	26	53	43	NA	3	1
Asian/Pacific Islander	NC	27	2067	NC	100	99	NC	453	449	NC	4	4	NC	19	28	NC	78	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	39	220	35150	100	100	99	415	440	437	8	3	5	38	33	35	54	60	56	NA	4	5
Students with Disabilities	NC	47	10258	NC	98	94	NC	380	377	NC	21	23	NC	51	51	NC	28	25	NC	NA	1
Students without Disabilities	63	402	69713	100	100	100	416	441	429	6	3	5	49	32	39	44	61	52	NA	4	3
Limited English Proficient Students	NC	22	13985	NC	96	97	NC	388	382	NC	18	18	NC	50	54	NC	32	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	31	200	38994	100	100	98	412	427	409	6	6	10	61	43	47	32	49	41	NA	3	1
Non-Economically Disadvantaged	40	249	40977	100	100	100	416	442	437	8	4	5	43	27	34	50	65	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Town & Country Elementary School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	434	80147	100	100	99	474	482	482	12	8	11	16	15	17	59	60	49	13	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	202	39281	100	98	99	485	483	483	3	5	9	17	14	17	67	65	50	14	15	24
Male	32	232	40780	100	100	98	461	481	482	22	9	12	16	16	17	50	55	48	13	20	24
African American	NC	43	4249	NC	100	99	NC	484	464	NC	2	17	NC	16	22	NC	67	48	NC	14	13
Hispanic	22	126	33494	100	99	99	458	473	466	18	8	15	23	18	23	50	63	49	9	11	14
Asian/Pacific Islander	NC	22	2103	NC	100	99	NC	489	515	NC	5	4	NC	14	8	NC	59	44	NC	23	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	39	242	36122	100	100	99	480	486	501	10	9	5	15	14	10	56	57	50	18	21	35
Students with Disabilities	11	63	10295	100	98	92	411	447	443	73	33	33	9	21	26	18	38	33	NA	8	8
Students without Disabilities	57	371	69852	100	100	100	485	487	488	NA	3	7	18	14	16	67	63	51	16	19	26
Limited English Proficient Students	NC	17	12722	NC	100	97	NC	437	441	NC	18	27	NC	53	33	NC	29	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	30	186	38371	100	99	97	465	469	465	17	12	15	17	20	23	60	58	49	7	11	13
Non-Economically Disadvantaged	38	248	41776	100	100	100	481	492	498	8	4	6	16	12	11	58	61	49	18	23	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	434	79686	100	100	98	469	478	470	12	6	11	19	18	24	62	68	57	7	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	202	39163	100	98	99	480	483	475	6	4	9	19	15	22	67	73	60	8	8	10
Male	32	232	40438	100	100	97	456	474	465	19	7	13	19	21	25	56	63	54	6	9	7
African American	NC	43	4228	NC	100	98	NC	490	458	NC	2	15	NC	12	28	NC	79	53	NC	7	4
Hispanic	22	126	33299	100	99	98	452	468	452	18	6	17	32	22	32	45	67	47	5	5	3
Asian/Pacific Islander	NC	22	2097	NC	100	99	NC	476	490	NC	5	5	NC	18	13	NC	73	68	NC	5	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	39	242	35914	100	100	98	474	481	489	10	6	5	15	17	15	67	66	67	8	10	14
Students with Disabilities	11	63	9808	100	98	87	405	434	432	55	30	35	27	27	32	18	43	30	NA	NA	3
Students without Disabilities	57	371	69878	100	100	100	480	485	475	4	2	8	18	17	23	70	72	61	9	10	9
Limited English Proficient Students	NC	17	12594	NC	100	96	NC	433	422	NC	12	34	NC	53	45	NC	35	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	30	186	38095	100	99	97	453	465	452	17	8	17	27	25	32	53	61	48	3	5	3
Non-Economically Disadvantaged	38	248	41591	100	100	99	482	488	486	8	4	6	13	13	16	68	73	65	11	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	431	80372	100	99	99	483	482	475	1	2	4	29	30	30	68	66	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	201	39452	100	98	99	504	494	488	NA	1	3	8	17	22	89	79	72	3	3	3
Male	32	230	40836	100	100	98	459	472	464	3	2	6	53	42	37	44	56	56	NA	0	1
African American	NC	42	4264	NC	98	99	NC	481	465	NC	NA	5	NC	36	35	NC	62	59	NC	2	1
Hispanic	22	125	33608	100	98	99	473	480	462	5	3	6	27	27	36	68	70	57	NA	NA	1
Asian/Pacific Islander	NC	22	2098	NC	100	99	NC	490	500	NC	NA	2	NC	18	16	NC	82	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	39	241	36213	100	99	99	486	482	489	NA	1	2	33	32	22	67	64	72	NA	2	3
Students with Disabilities	11	62	10526	100	97	94	426	436	427	9	10	15	73	56	53	18	34	31	NA	NA	1
Students without Disabilities	57	369	69846	100	99	100	493	489	482	NA	0	3	21	26	26	77	72	69	2	2	2
Limited English Proficient Students	NC	17	12747	NC	100	97	NC	442	432	NC	6	12	NC	47	52	NC	47	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	30	184	38521	100	98	98	471	475	461	3	2	6	30	36	38	63	60	55	3	2	1
Non-Economically Disadvantaged	38	247	41851	100	99	100	494	488	489	NA	2	3	29	26	22	71	71	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	451	79306	100	100	99	503	506	504	9	9	13	21	18	20	57	59	49	13	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	231	38845	100	100	99	499	506	505	16	9	11	19	17	20	52	60	50	13	14	18
Male	25	220	40383	100	100	98	509	506	504	NA	9	14	24	19	19	64	58	47	12	14	19
African American	NC	42	4171	NC	100	98	NC	493	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	21	122	32673	100	99	99	491	490	487	10	16	18	33	23	25	48	53	46	10	8	10
Asian/Pacific Islander	NC	25	2147	NC	100	99	NC	519	539	NC	NA	5	NC	24	10	NC	52	46	NC	24	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	25	259	36234	100	100	99	513	514	523	8	5	6	12	14	13	64	65	52	16	16	28
Students with Disabilities	12	72	10286	100	99	91	456	468	462	33	33	41	33	29	27	33	35	27	NA	3	5
Students without Disabilities	44	379	69020	100	100	100	515	512	510	2	4	9	18	16	18	64	64	52	16	16	21
Limited English Proficient Students	NC	15	10291	NC	94	96	NC	475	458	NC	20	38	NC	40	34	NC	40	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	32	191	37437	100	99	97	484	491	486	16	14	19	25	25	26	56	55	46	3	6	9
Non-Economically Disadvantaged	24	260	41869	100	100	100	528	517	521	NA	6	7	17	13	14	58	62	51	25	19	27

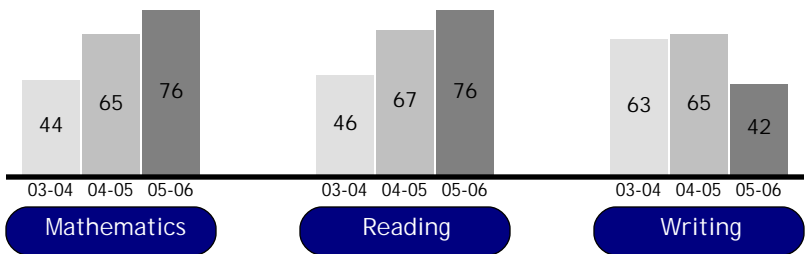
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	451	79000	100	100	98	499	501	489	2	6	10	30	17	24	54	66	58	14	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	231	38774	100	100	99	497	503	494	NA	5	7	35	16	22	52	69	61	13	10	10
Male	25	220	40150	100	100	98	501	499	485	4	7	12	24	18	25	56	64	55	16	11	8
African American	NC	42	4153	NC	100	98	NC	492	476	NC	7	13	NC	26	30	NC	57	53	NC	10	4
Hispanic	21	122	32508	100	99	98	484	485	472	5	12	15	38	24	33	52	60	49	5	4	3
Asian/Pacific Islander	NC	25	2142	NC	100	99	NC	498	510	NC	4	4	NC	20	14	NC	60	67	NC	16	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	25	259	36135	100	100	98	508	510	508	NA	3	4	32	13	14	48	71	67	20	14	15
Students with Disabilities	12	72	9991	100	99	88	458	465	449	8	24	33	67	31	36	17	42	29	8	4	2
Students without Disabilities	44	379	69009	100	100	100	509	507	495	NA	2	6	20	15	22	64	71	62	16	12	10
Limited English Proficient Students	NC	15	10199	NC	94	95	NC	444	439	NC	33	35	NC	47	47	NC	20	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	32	191	37234	100	99	97	482	485	472	3	9	15	44	26	33	44	60	50	9	5	3
Non-Economically Disadvantaged	24	260	41766	100	100	99	520	513	505	NA	3	5	13	11	16	67	71	65	21	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	450	79611	100	100	99	503	502	496	4	6	7	43	35	37	54	60	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	231	39016	100	100	99	508	512	511	3	4	4	35	28	29	61	68	66	NA	0	1
Male	25	219	40519	100	99	98	497	491	482	4	7	10	52	42	44	44	51	46	NA	NA	0
African American	NC	42	4188	NC	100	98	NC	485	486	NC	5	9	NC	52	40	NC	43	50	NC	NA	0
Hispanic	21	122	32855	100	99	99	493	486	481	5	9	10	52	40	43	43	50	47	NA	1	0
Asian/Pacific Islander	NC	25	2149	NC	100	100	NC	508	519	NC	4	4	NC	24	24	NC	72	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	25	258	36380	100	100	99	523	511	511	NA	4	4	36	30	30	64	66	65	NA	NA	1
Students with Disabilities	12	71	10664	100	97	94	465	450	440	8	20	23	67	52	54	25	28	22	NA	NA	1
Students without Disabilities	44	379	68947	100	100	100	513	511	504	2	3	4	36	31	34	61	65	61	NA	0	1
Limited English Proficient Students	NC	15	10362	NC	94	97	NC	453	438	NC	7	22	NC	73	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	32	191	37626	100	99	98	481	487	479	6	7	10	56	45	45	38	48	45	NA	NA	0
Non-Economically Disadvantaged	24	259	41985	100	100	100	532	513	511	NA	4	4	25	27	30	75	68	65	NA	0	1

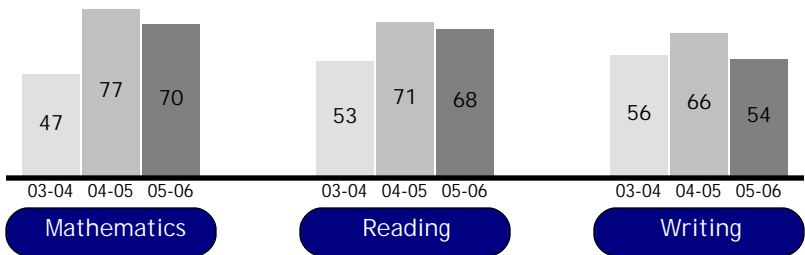
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	50	NA	58	92	58	54	47	100	63	54	46
	Language	100	44	53	50	92	55	55	47	100	61	54	48
	Mathematics	100	61	67	64	94	55	54	50	100	58	50	52
3	Reading	100	38	NA	55	100	48	50	44	99	54	54	46
	Language	100	44	58	61	100	48	49	44	99	50	54	46
	Mathematics	100	48	55	61	100	50	55	51	99	58	59	52
4	Reading	100	60	NA	56	98	54	55	48	99	56	59	52
	Language	100	50	57	52	98	51	54	49	99	52	59	52
	Mathematics	100	71	67	61	98	58	59	53	99	58	61	58
5	Reading	98	58	NA	55	100	55	58	50	98	59	65	56
	Language	98	47	55	49	100	53	56	50	98	56	61	54
	Mathematics	98	54	64	63	100	55	55	49	98	50	56	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Town & Country Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü School/Business/Community Relations
- ü Budget
- ü Instructional Materials

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	8	0	0	0
7 to 9 years	0	1	0	0
10 or more years	9	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center

Extracurricular Activities

- ü 5th Grade Science Fair
- ü Fourth & Fifth Grade Honor Roll
- ü Fifth Grade Band
- ü Roadrunner Tutoring Club
- ü Roadrunner Running Club

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Counseling Services
- ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our first large holiday program in five years was presented to family and friends in late November of 2004. Students enjoyed the experience of singing and acting in front of a large audience. This has become an annual event.
- ü Our main emphasis has been on reading and writing over the past two years. We have a reading coach 2.5 days a week working with teachers to improve instruction.
- ü Our two year Character Counts program continues. All students learned the six traits. Each month a trait was explored in depth. In 2005/2006 children received a 'Kid with Character' dogtag after they were able to name the six traits.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We stress only two rules: safety and respect. The majority of the teachers have been trained in the Creative Spirit philosophy. In 2005-2006 we focused on character development Family style using the Character Counts program. This program focuses on six pillars of character. DARE ,a drug awareness program, is taught to all fifth graders by the local law enforcement DARE officer. Fire drills/emergency lock-down drills and bomb drills are part of our safety plan.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jennifer Rohlf	(520) 515-2980
Transportation Policy	Tia Faulconer	(520) 515-2788
Community Resources	Rick Klein	(520) 515-2875
School Nutrition Programs	Dawn Morino	(520) 515-2780
Parent Organization	Karen Harper	(520) 458-5983
Student Health/Nurse	Pat Rochford	(520) 515-2986

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 30 Copies = \$12.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.